

CONCORD ELEMENTARY

2701 Calrossie Rd.
Anderson, SC 29621

GRADES K-5 Elementary School

ENROLLMENT 827 Students

PRINCIPAL Kay McKee 864-260-5105

SUPERINTENDENT Betty T. Bagley 864-260-5000

BOARD CHAIR Dr. William Mack Burriss 864-224-6384

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
27	15	0	0	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

NO

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

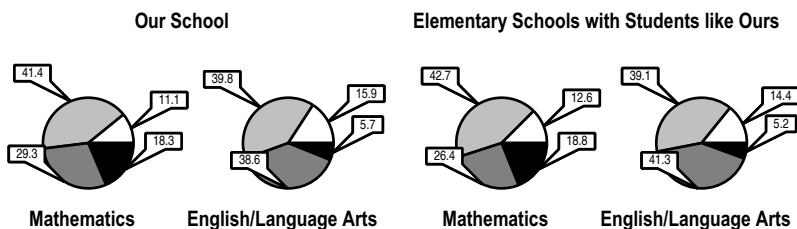
WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG





PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	58	125	78
Percent satisfied with learning environment	98.3%	96.0%	90.7%
Percent satisfied with social and physical environment	98.2%	96.7%	77.9%
Percent satisfied with home-school relations	100.0%	99.2%	91.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	400	100.0	15.9	39.8	38.6	5.7	44.2	17.6
Gender								
Male	192	100.0	19.1	43.1	34.0	3.7	37.8	17.6
Female	208	100.0	12.9	36.8	42.8	7.5	50.2	17.6
Racial/Ethnic Group								
White	310	100.0	9.5	38.9	45.1	6.5	51.6	17.6
African-American	78	100.0	42.3	42.3	14.1	1.4	15.5	17.6
Asian/Pacific Islander	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	7	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	350	100.0	13.2	38.4	41.9	6.5	48.4	17.6
Disabled	50	100.0	35.4	50.0	14.6	N/A	14.6	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	400	100.0	15.9	39.8	38.6	5.7	44.2	17.6
English Proficiency								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	397	100.0	14.5	40.1	39.6	5.8	45.4	17.6
Socio-Economic Status								
Subsidized meals	102	100.0	40.2	41.3	18.5	N/A	18.5	17.6
Full-pay meals	298	100.0	8.4	39.4	44.8	7.4	52.2	17.6

Mathematics								
All students	400	100.0	11.1	41.4	29.3	18.3	47.6	15.5
Gender								
Male	192	100.0	11.2	36.7	33.0	19.1	52.1	15.5
Female	208	100.0	10.9	45.8	25.9	17.4	43.3	15.5
Racial/Ethnic Group								
White	310	100.0	5.9	37.9	34.3	21.9	56.2	15.5
African-American	78	100.0	29.6	59.2	11.3	N/A	11.3	15.5
Asian/Pacific Islander	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	7	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	350	100.0	7.0	40.5	32.0	20.5	52.5	15.5
Disabled	50	100.0	39.6	47.9	10.4	2.1	12.5	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	400	100.0	11.1	41.4	29.3	18.3	47.6	15.5
English Proficiency								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	397	100.0	9.5	41.7	30.1	18.7	48.8	15.5
Socio-Economic Status								
Subsidized meals	102	100.0	31.5	54.3	10.9	3.3	14.1	15.5
Full-pay meals	298	100.0	4.7	37.4	35.0	22.9	57.9	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	123	N/A	8.3	29.8	54.5	7.4	62.0
	Grade 4	123	N/A	14.5	41.0	41.0	3.4	44.4
	Grade 5	139	N/A	12.2	41.2	45.8	0.8	46.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	126	100.0	10.5	21.8	52.4	15.3	67.7
	Grade 4	132	100.0	16.5	41.7	39.4	2.4	41.7
	Grade 5	142	100.0	20.3	54.3	25.4	N/A	25.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	123	N/A	19.0	41.3	24.8	14.9	39.7
	Grade 4	123	N/A	16.2	37.6	27.4	18.8	46.2
	Grade 5	139	N/A	12.2	41.2	27.5	19.1	46.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	126	100.0	9.7	34.7	36.3	19.4	55.6
	Grade 4	132	100.0	11.0	41.7	23.6	23.6	47.2
	Grade 5	142	100.0	12.3	47.1	28.3	12.3	40.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 827)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	3.0%	Up from 2.0%	2.0%	2.4%
Attendance rate	96.7%	Down from 97.1%	96.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	32.6%	Up from 31.5%	28.4%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	7.5%	Down from 7.9%	6.7%	8.0%
Older than usual for grade	1.7%	Down from 2.5%	0.6%	1.1%
Suspended or expelled	0.0%	Down from 0.1%	0.0%	0.0%

Teachers (n= 63)				
Teachers with advanced degrees	49.2%	No change	54.4%	50.0%
Continuing contract teachers	87.3%	Up from 84.7%	85.7%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	88.3%	Down from 91.4%	88.9%	86.2%
Teacher attendance rate	96.6%	Up from 96.3%	95.7%	95.3%
Average teacher salary	\$42,001	Up 1.4%	\$41,560	\$39,909
Prof. development days/teacher	8.0 days	Down from 8.8 days	9.4 days	11.4 days

School				
Principal's years at school	17.0	Up from 16.0	4.8	4.0
Student-teacher ratio	20.9 to 1	Up from 19.1 to 1	20.8 to 1	18.9 to 1
Prime instructional time	92.0%	No change	91.6%	89.7%
Dollars spent per pupil*	\$6,210	Up 7.6%	\$5,486	\$5,892
Percent spent on teacher salaries*	67.8%	Up from 67.1%	67.5%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

In 2002-03, Concord Elementary School served approximately 815 kindergarten through grade five students residing in suburban and inner-city neighborhoods. The school is located in a residential setting in Anderson. In addition to the core academic program, a standards-based curriculum, the school offers a full range of related arts; media services; counseling/family therapy; Spanish in kindergarten through fourth grade; extracurricular activities such as Math Club, Science Club, Art Club, Running Club; reading incentives; computer-assisted instruction; and many service learning opportunities.

Concord's greatest strengths lie in excellent student achievement and outstanding community involvement. Test scores are among the highest in the district. An active PTA boasts 42 years of 100% membership, a state record, and 21,634 volunteer hours in 2002-03. Among the school's successes are a strong mentoring/tutoring program, a comprehensive school science fair, eight regional science fair winners, an annual schoolwide service learning project involving the school's greenhouse, implementation of a schoolwide writing program including a Writers' Guild and publishing center, continuation of bullying prevention and character education programs, a wide variety of opportunities for teacher training in best practices, and completion of 34 years of SACS accreditation.

The school's immediate challenge is to ensure that ALL students demonstrate competency in reading, writing, math, science, social studies, problem-solving strategies, that they are regular in school attendance, and that they demonstrate the qualities to be responsible, respectful, contributing citizens.

During the 2002-03 year, Concord won the Palmetto's Finest Award, one of only two elementary schools in the state to be recognized this year with such a prestigious honor. Concord was recognized for the second year with the Palmetto Gold Award for outstanding student achievement. The school also won the Red Carpet Award for its excellent customer service and family-friendly environment. Concord received two State Board of Education Volunteer Awards: one to the mentoring program, Presbyterian Partners, and another to an individual parent volunteer. In another example of outstanding commitment, a group of Concord teachers received a unit grant from the SDE to support Balanced Literacy in the primary grades. Through the efforts of capable and eager students, an excellent faculty and staff, committed and involved parents, and the support of the community at large, Concord Elementary School is "Continuing a Tradition of Excellence."

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.